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ABSTRACT

A classical Greek elementary magnet school in a large urban school district has identified the need for a multicultural fine arts program reflecting the contributions of ancient cultures to modern man. The author and teachers (K-5) of this school developed a multicultural program using classical literature, visual and performing arts, history, and community resources. The program was implemented using the Paideia delivery system. Responses to teacher-made tests of cultural and biographical information indicated that students had gained an awareness and knowledge of ancient multiethnic cultures and their effects on modern man. (Author)

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DEVELOPING STUDENTS (K-5) UNDERSTANDING THROUGH THE PAIDEIA SYSTEM OF THE CONTRIBUTIONS MADE BY ANCIENT CULTURES TO MODERN SOCIETY

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by

Janet Reid

Cluster 31

A Practicum II Report presented to the
Ed.D Program in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

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ABSTRACT

Developing Students Understanding of the Contributions Made by Ancient Cultures to Modern Society Through the Paideia System. Reid, Janet, 1991, Nova University, Ed.D. Program in Early and Middle Childhood. Descriptors: Multicultural Education/Multicultural/Arts Program/Multicultural Infusion/Ancient Cultures/Classical Literature.

A Classical Greek Elementary Magnet in a large urban school district has identified the need for a multicultural fine arts program reflecting the contributions of ancient cultures to modern man.

The author and teachers (K-5) of a Classical Greek Elementary Magnet School developed a multicultural program using classical literature, visual and performing arts, history, and community resources (multiethnic). The program was implemented using the Paideia delivery system.

Responses to teacher made tests of cultural and biographical information indicated students had gained an awareness and knowledge of ancient multiethnic cultures and their effects on modern man.

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INTRODUCTION

Description of Work Setting and Community

A large urban school district (74 percent minority) was in the fourth year of implementing an ongoing series of Desegregation Court Orders. The plan called for the conversion of all the high schools (grades 9-12) and middle schools (grades 6-8) to become magnet and half of the elementary schools to convert to a magnet theme to attract nonminority students.

The design for magnet schools in the urban school district was very extensive in that it included a network of 52 magnet schools with a wide variety of themes (District Report, 1989). The magnet themes were: Science, Math, Communications, Visual and Performing Arts, Computers Unlimited, Languages, College Prep., Environmental Science, Classical Greek (Physical Education and Humanities curriculum), Latin, and Montessori. Of the 52 schools involved in the magnet themes, three elementary schools were open for Classical Greek Studies in September 1990.

The Leroy Satchel Paige Classical Greek Magnet Elementary School was located in a severely social-economically depressed area of Kansas City, Missouri. The area was characterized by overcrowded apartment buildings and single family and single parent family dwellings.

The purpose of Leroy Satchel Paige Classical Greek Magnet was to reflect the idea of integrating mind, body, and character.

The goal of the court order for desegregation was that each classroom have a racial makeup of 60 percent minority enrollment and 40 percent nonminority enrollment. Consequently, Leroy Satchel Paige reflected a student population (K-5) meeting the 60/40

ratio for enrollment. The 60 percent minority enrollment were students living in the urban district. The 40 percent nonminority student enrollment were composed of transfer students from the eleven suburban areas around Kansas City. Minority enrollment was easily attainable because the students were in the school system. To attract the 40 percent nonminorities from the suburban schools, the Satchel Paige Magnet offered programs unavailable to students in suburban schools. Within the Classical Greek theme, curriculum addressed the heritage and culture of multiple ethnic groups to be attractive to suburban Caucasian students and parents and also addressed the needs of an urban minority child.

Author's Role

The teaching staff consists of 20 teachers (kindergarten through fifth). The author of this practicum was the Humanities Resource teacher who had the responsibility of assisting teachers in their implementation of the theme. She was often asked to provide resources and strategies for implementing curriculum. The curriculum was infused with the classical Greek theme which had an emphasis on the humanities and athletic development. The study of ancient Greece served as a starting point from which the students investigated other cultures and ethnic groups around the world. Two important aspects of the multicultural component were to correct the over-emphasis on the European aspects of classical heritage and to ensure that proper emphasis was given to the African aspects. All pupils needed to be made aware of the tremendous importance of Africa in the classical civilization which was the root and foundation of their own.

The Humanities Resource Person assisted in planning and implementation of classical Greek curriculum in Social Studies, Fine Arts, and Language Arts. The position was responsible for developing and coordinating student government activities, awards, assemblies, implementation of the Philosophy for Children Program, and an artists-in

residence calendar, a multicultural extravaganza, and Odyssey of the Mind exhibition and also provide assistance for humanities infusion for teachers.

In addition to assisting in planning, organizing and implementing staff development programs in Social Studies, Language Arts, and Fine Arts, she demonstrated and modeled in classrooms specific instructional practices and techniques in Social Studies and Language Arts.

The Humanities Resource Teacher worked cooperatively with other staff members to infuse the Classical Greek theme, which was multicultural, into all subject areas. Special events such as plays, multicultural activities, school improvement projects, contests, and special assemblies were organized by the Humanities Resource Teacher.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The problem was that teachers had not learned how to integrate into the core curriculum a multiethnic program that tied people of ancient Greece, Egypt, and other ancient cultures to the present people of the United States.

The problem of adding multiethnic studies to the core curriculum was exaggerated further by the emphasis placed on standardized test scores, such as Iowa Test of Basic Skills (ITBS) which tests the child's skills and knowledge of core curriculum areas. The previous Superintendent of schools had placed such as emphasis on ITBS scores that the jobs of the teachers and principals were dependent on student performance.

The Long Range Magnet Plan required that multiethnic studies and studies of ancient cultures be integrated in to the core curriculum of K-5. In order to incorporate the study of ancient cultures into an already time stressed daily schedule, teachers were not only interested in acquiring knowledge of a number of ancient cultures, but they were also interested in learning how to infuse them as a part of the core curriculum and not an additive.

By solving the problem, teachers and students would gain an understanding of ancient Greek, Egyptian, and other cultures and how modern day man benefitted from ancient cultures. Students also gained an awareness and appreciation of their ethnic heritage. Students and teachers were able to connect their ethnic heritage with the heritages of other cultures and the individuals representing those cultures in the school. The problem was that teachers did not integrate into the core curriculum a multiethnic

awareness program dealing with ancient cultures and their influence on modern society in the United States.

Problem Documentation

The problem became evident when various members of a Black Muslim organization expressed concern that magnet schools, designed to eliminate the discrimination of providing inferior schools for black students (Jenkins vs. State of Missouri, 1986) were not attending to the Black child's heritage of education, science, literature, etc., with the "multiethnic" curriculums. Although the Muslim organization spoke for black students, the same could be said for other non-Caucasian ethnic groups.

The reading series had a disproportional number of Caucasian stories. See Table 1.

Table 1

Modern Fiction Stories Minority vs Nonminority

Grade	Stories Addressing Minorities	Total Stories
K	2	10
1	4	30
2	3	40
3	5	48
4	6	52
5	8	50

In Social Studies, students do not explore ethnicity. The number of chapters addressing ethnicity is small compared to the total number of chapters.

Table 2

Chapters Addressing Ethnicity

Grade	Chapters Addressing Minorities	Total Chapters
K	7	25
1	5	24
2	6	24
3	3	20
4	6	38
5	06	31

In Science, the contributions of minorities are infrequently included.

Table 3

Scientific Contributions of Minorities

Grade	Minority Contributions	Total Contributions
K	6	20
1	4	21
2	3	27
3	0	30
4	0	35
5	1	40

The district does have a new Art Curriculum this year, but it addresses mostly European artists.

Table 4

Artist Contributions of Minorities

Grade	Minority Artists	Total Artists
K	3	30
1	4	30
2	2	30
3	2	30
4	8	30
5	3	30

A telephone survey, Ethnic Literacy Survey by Janet Reid (1991), of teacher's sensitivity to ethnic groups other than their own revealed the following averages. See Appendix A.

Table 5

Ethnic Literacy Survey

Teachers of Grades	Number of Correct Responses out of 20
K	7
1	8
2	6
3	7
4	6
5	9

Causative Analysis

An unawareness of cultures other than one's own and inexperience with infusing a multicultural curriculum into the core curriculum required knowledge.

Until 1954, students were assigned to segregated schools in all major cities in the United States according to their race. Consequently, teachers taught curriculum focused toward one race-- minority or Caucasian. White teachers taught only white students and minority teachers taught only minority students.

"In 1954, the Supreme Court in Brown vs. Board of Education of Topeka declared that racially segregated schools violated the constitutional rights of black children, the Court was finally beginning the long and difficult process of ending American's caste system of extending true citizenship to blacks and other nonwhite persons" (Yarmolinsky, Lieberman, Schelling, p.1, 1981).

However, public schools still remained segregated. The Civil Rights Act of 1964, Title IV, gave the federal government the power to deny federal funds to districts participating in racial discrimination. Yet, public schools remained segregated and practiced freedom of choice plans which gave students the right to choose their school until 1971 when the Supreme Court's decision in Swann vs. Charlotte-Mecklenburg determined that neighborhoods that were residentially segregated must "make every effort to achieve the greatest possible degree of actual desegregation which was to be measured by how many blacks and whites were in the same school" (Yarmolinsky et al, 1971, p.13).

From 1964 to the present, big-city school systems have been confronted with the courts demanding desegregated education to correspond to the demographic changes that have occurred within the cities. The majority population in the city has become nonwhite. Consequently, it now becomes necessary for urban schools to devise a plan which will attract nonminority students back into urban schools.

According to Yarmolinsky et al (1981) successful desegregation is going to require integrated tests and multicultural curricula is an absolute necessity. The segregated curriculum of the majority culture must be changed to meet the demands and needs of multiethnic school system.

The local district's school board in compliance to a desegregation plan devised by two professionals (two desegregation specialists from a local university) has established a magnet school, the Greek Elementary School, and required development of a plan implementing Classical Greek Studies and multiethnic studies into their core curriculum.

The majority of teachers assigned to the school were not familiar with the study of ancient cultures or multiethnic studies, neither of which were a part of the educator's training. Only three of twenty-four teachers at Leroy Satchel Paige Elementary had taught

less than ten years. Consequently, the majority of teachers' graduated in the 1960's or 1970's. The faculty was composed of largely two ethnic groups, black and white. Eleven teachers were Afro-American, one was Arabic, seven were Caucasian, and five were Caucasian Native American. Ten of the Afro-American teachers graduated from all black universities.

At a staff meeting the author of this proposal was interested in how many teachers had college level course work in ancient history, world history, global curriculum, multicultural teaching techniques, and prescriptive teaching techniques (individualization).

One teacher had a Master's Degree in Multicultural Curriculum. Another teacher had written two Multicultural programs. Five teachers had a course in which prescriptive teaching had been taught. Apparently World History was a required course for all teachers. Two teachers were familiar with the term "Global Curriculum." In summary, the majority of the teaching staff had lived and been educated in a pluralistic society.

In discussing the core curriculum, teachers believed that minorities were misrepresented. See Tables 1-5. However, in the basal reader, when minorities were addressed it was usually with illustrations only. The pictures were interchangeable with any ethnic group. The content did not have to change because it did not address ethnicity.

Ancient and World History did not become a focus for children until they enrolled in high school history classes.

Multiculturalism was introduced in various chapters of the social studies book. For example, when families were studied in first grade, the child focused on his/her individual family. So it was with all other grade levels. The focus was on a specific individual more so than the ethnic group they were connected with. Teachers at Satchel Paige agreed with the second grade teacher who commented, "This is still pluralistic."

References to minorities in their books were included under specific categories. For example, in the fifth grade Social Studies book Martin Luther King was an Afro-American who led his people to freedom. Chief Joseph was running from the United State Army because of a broken treaty. Neither description is accurate. As one fifth grade teacher said, "Martin Luther King did not lead his people to freedom. And Chief Joseph was trying desperately to save the lives of the few left in his tribe that the United States Army had not killed." It is 1991 and minorities are still misrepresented in curriculum.

Relationship of the Problem to the Literature

What is multiethnic curriculum for a magnet theme? Other writers have written about multiethnic curriculums. Banks (1987) discussed ethnic diversity. "When groups with different cultures and values interact within a society, ethnocentrism, racism, and religious bigotry and other forms of institutionalized rejections and hostility occur" (Banks, 1987, p.7). Consequently, educators are often limited in their conceptualizations of ethnic groups. Banks (1987) advocated that educators reconceptualize American Society as it is perpetuated in all curriculum. American society must be viewed in terms of history, literature, art, music, and culture.

Garcia (1982, p.7) also challenged teachers to liberate themselves from "provincial narrow conceptions about people, teaching, learning, and yourself." The Ptolemaic view of the universe and teaching existing. The culture heritage and values of teachers and curriculum reflect the standard of the white middle class. The values, attitudes, and beliefs of other cultures are nonexistent or far removed from the "hub" of learning experiences. Information about other cultures is only incorporated into ethnic units.

Legal segregation prevented many Americans from participating in American society. Legal segregation laws were abolished through the civil rights movement. As a result,

minorities formally desegregated schools, armed forces, and federally financed corporations. "Once formal segregation was made illegal, the second phase of the process, desegregation, began ultimately leading to the third phase, integration into American Society" (Garcia, 1982, p.44). However, integration is yet to come. Integration, according to Garcia (1982) is not possible until segregation and desegregation are complete.

Grambs (1979) indicated multiculturalists approach to minority cultures in schools were superficial. All they have proved for example is that blacks, Hispanics and or native Americans have a culture too. Culture are seen in terms of the "ad hoc incorporation" of artifacts such as reggae, black people's own writing, Rastafarianism, and poetry. The content is often divorced form political and economic issues of being black, Hispanic, or native American. In addition, such concepts are perpetuated by elementary schools as well as universities (colleges for teacher education).

Deloria and Lytle (1984) provide an overview of the problems and issues facing Indian communities as they tried to maintain their cultural heritage while being conquered and dominated by the Europeans and eventually a white male United States government. The Nations Within provides the reader with an insight into the culture, socialization, communication, geography, religion, and movement of the once proud and powerful Native American. Deloria (1984) also provide an insight into the thinking of their conquerors (Europeans and the United States Military.)

The Confederation of American Indians published a handbook, which detailed statistically life on the Indian Reservations (1986). It is most notable that the Indian Nations have been isolated from the mainstream of American life physically and psychologically. Reservations are populated mostly by Indians. There are few non-Indian residents on any reservation. Education level is low. Few Indians graduate from high

school, and even fewer go to college. Unemployment is high.

Moore and Pachon (1985) wrote about the change, conflict, and cultural diversity of the Mexican American. Hispanic history in America began in 1915 and continues into the present. The authors trace Mexican Americans through the subtle discrimination of individuals to the massive discrimination by the U.S. Government with "Operation Wetback". "Operation Wetback" was a program to deport illegal Mexican immigrants to Mexico and still continues with questionable actions by the Immigration and Naturalization Service's Border Patrol Today.

Banks (1987) discussed the political gains of the 1980's. Mexican Americans, Puerto Ricans, and Cubans organized to form groups such as the National Association of Latinos. The association is composed of elected officials, such as mayors, and appointed officials, such as the Secretary of Health, Education and Welfare. However, despite the political gains of the 1980's, there is still a great need to increase the educational status of Hispanic youth.

Noting the historical background of diverse ethnic groups in America demonstrates how segregated the society has been and continues to be. For example, Wong (1982) describes how the Chinese-American communities have kept their ethnic identity while making economic adaptations. In so doing, they have established neighborhoods, and consequently schools, that are largely populated by Chinese.

The Coalition for Pride at Southwest Texas State University, San Marcos, Texas, is an organization that has identified the roles that educators, family members, and community organizations in finding solutions to problems and facing minority families.

The roles for families are detailed in the Quality Education for Minorities Project (QEM). Assuming that the parent is the child's first teacher, the QEM report offers

various strategies. The strategies can be utilized by any family in any community. Parents are responsible for: (1) Teaching their children to have high expectations; (2) Teaching good time management skills; (3) Encouraging children to read and participate in school related activities. Parents must also be involved frequently in school and community activities to provide good role models.

Strategies for educators in the QEM Project should have as the top priority children. Other strategies listed were (Chavkin, 1990, p. 192):

(1) Increase the number of counselors and social workers;

(2) Recruit minority and bilingual teachers;

(3) Reach out into the community (including poor, minority neighborhoods and housing projects);

(4) Coordinate social services with community agencies;

(5) Have the school become the community resource center;

(6) Initiate teacher training working with multilingual, multicultural student body;

(7) Implement cooperative learning in all class levels;

(8) Eliminate tracking and have students work together.

The role of Community Based Organizations are to: (1) learn about agencies that can be utilized; (2) and invest staff and money into minority education.

The Coalition for Pride is a concrete example of how all of these separate components (family, school, community) can work together to increase community involvement, increase attendance, and increase graduation rates. A fourth goal of the Coalition for Pride is to disseminate the project nationally.

Chavkin (1990) called attention to the social knowledge from the child's cultural background that students bring into the classroom. Williams (1989) also asked that

educators acknowledge that comprehension of experiences (academic or social) were derived from groups as well as individual backgrounds. Williams (1989) recommended that educators recognize prior knowledge of students representing groups in a classroom. Furthermore, there is a thread of connection that allows us to belong to more than one group. It is important for educators to find that thread of connection for young children in a Classical Greek School. The common thread might be sports. For older children, the common thread might be families (alike and different).

Tractenberg (1990) asks teachers of multicultural classrooms to believe that, "Cultures are not weird or strange. They are just different." (p. 611) Successful teachers in urban schools must be able to instill in students how interdependent all cultures are. Survival in the United States depends in the ability of the majority culture to recognize other cultures whose roots are not European. Tractenberg believes the process of attaining harmony in a world of difference must begin with teachers who are not pluralist but multiculturalist.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The following goals were projected for this practicum:

1. Students will learn that all ethnic groups have made significant contributions in the sciences, humanities, and sports. One group is not superior or inferior to any other group.

2. Students will learn that individuals within a given ethnic group have made significant contributions.

3. Students will learn that "People are interdependent and need each other" (Prophet, 1987).

4. Teachers will learn to infuse a multicultural program while studying ancient cultures into all curriculum areas which will teach an awareness and acceptance of each student's own cultural and ethnic heritage.

Behavioral Objectives

1. Fourteen (14) of twenty-two (22) students in grades K-5 will score 3 or above on teacher made tests of specific ethnic groups as illustrated in Appendix B.

2. Fourteen (14) of twenty-two (22) students in each classroom grades 3-5 will score 5 or better on teacher made test as illustrated in Appendix C.

3. Fourteen (14) of twenty-two students in each classroom grades K-2 will score

   3 or above on teacher made oral test of biographical data as illustrated in Appendix C.

4. Fourteen (14) of twenty-two students in grades K-5 will be able to name a minimum of one contribution that has a specific ethnic group has made to modern man as evaluated by an oral test as illustrated in Appendix D.

5. All twenty-four of the teachers will integrate the study of ancient cultures (multiethnic) with art, music, physical education, language arts, math, science, social studies, and reading as measured by a check sheet which evaluates number of subjects infused by multicultural curriculum. See Appendix E.

Measurement of Objectives

The content checks for kindergarten and first grade were to ask the child to listen to information given orally by the teacher, read pictures, and then circle the correct answer. One question from each of the following areas were to be asked: political structure, food, clothing, shelter, family life, community life, and economy.

The content checks for second through fifth grades were to be written.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

The problem under investigation by this author has been addressed by other authors. Abbot and Monahan (1988) demonstrated how to infuse studies of multiethnic cultures in to the curriculum. They incorporated ethnic content such as inventors, artists, mathematicians, writers, etc., into the core (majority) curriculum. Boyer (1987) provided curriculum materials for teaching ethnic diversity. Eason (1980) wrote a teaching guide for teaching mythological and scientific thinking by teaching astronomy through the use of myths and tales from many countries.

Banks (1987) identifies the key concepts to use when planning and implementing a multiethnic curriculum. The concepts are: Culture, ethnicity and related concepts; socialization and related concepts; power and related concepts; the movement of ethnic groups. Teachers choose specific concepts based on the grade level and prior experience of their students.

Pasternak (1979) wrote strategies for helping students learn multicultural concepts. The strategies were designed to make students aware of and knowledgeable about culture and ethnic diversity. The strategies were also designed to provide a school environment in which people recognized and accepted each individuals' values and uniqueness. The strategies in summary are: (1) Instill in the child that all groups and all individuals are dependent on each other; (2) Reflect a multicultural society in each classroom; (3) Reinforce multicultural thinking rather than pluralistic; (4) Infuse multiculturalism into the core curriculum.

The Baseline Essays published by the Portland Public School system identify and

detail the contributions of six ethnic groups to art, music, sports, language, arts, science, math, and social studies.

Baker (1983) developed a model for training teachers to teach a multiethnic curriculum. Stage I focuses on the acquisition of knowledge about culture--ethnic, religious, sex differences. In Stage II the teacher develops a philosophy that will support diversity and develop a rationale for teaching a multicultural curriculum as illustrated by the following beliefs:

(1) Respect for the culturally different child and his/her culture.

(2) Determination to preserve the minority child's culture.

(3) Belief that cultural and language differences are positive.

(4) Commitment to enhance a minority child's self-esteem.

(5) Willingness to attain a bicultural education.

(6) Trust in the minority child's ability to learn.

(7) Flexibility.

(8) Respect for the ideas of others.

Involvement characterizes Stage III. Teachers must be willing to develop strategies to implement multicultural curriculum. They should also implement an integrated curriculum by introducing specific concepts of a given culture such as food, clothing, housing, schooling, etc. If possible, the child actively participates in the activities.

Open Court Reading and Writing (1988) addresses the integration of ethnic stories into a number of disciplines. First, teachers should find out student's interests and abilities. Second, teachers should plan curriculum based on those interests and abilities. Third teachers should read aloud daily. Fourth, students should read literature and read aloud daily. Fifth, students should be involved in class discussions about the reading and writing

process. Teachers should take advantage of the social nature of children and literacy by using literature pieces to promote discussion.

Description and Justification for Solution Selected

Another instructional delivery system that allowed teachers to infuse a multicultural curriculum into the core curriculum was the Paideia Program designed by Mortimer Adler (1984). The first component was Instruction--acquisition of organized knowledge. The second component was coaching--development of intellectual skills. The third component was seminars--enlarged understanding of ideas and values.

To solve the problem that teachers and students did not have an understanding of ancient cultures and how modern people benefitted from the diverse ethnic groups, this author assisted teachers and students in developing a multiethnic curriculum to be infused into the core curriculum.

The instructional delivery system used was the Paideia Program because the three systems (Instruction, Coaching, and Seminars) insured integration of the multiethnic curriculum with the core curriculum. The first system was instruction. The child will acquire organized knowledge by means of didactic instruction, textbooks, and other aids. The same procedure was used for training teachers.

Coaching developed intellectual skills. Coaching was synonymous with prescriptive teaching. The child was coached over subject matter in the operations of reading, writing, speaking, listening, calculating, problem-solving, observing, measuring, estimating, and exercising critical judgment.

Seminars enlarged understanding of ideas and values by socratic questioning and participation in discussing books, songs, art, etc. Seminars also included involvement in music, drama, and visual arts. In addition, the child was involved in writing projects.

Following is a further explanation of how the Paideia Program was used for infusing multiethnic curriculum into the core curriculum at the third grade level. For example, to teach students about the Afro-American culture, instruction began with reading Ancient Egypt by Lawrence Santrey and Hal French (1985). To begin, teachers used a world map to discuss geography with the child. Then, based on historical knowledge, students made a timeline. The Humanities Resource teacher provided filmstrips, videos, and other aids to relate how Egyptian culture was spread from Egypt to Greece and the United States.

Coaching was characterized by individualized lessons or cooperative learning groups. Reading materials included:

(a) Alexander the Great

(b) The People Could Fly

(c) African Folktales

(d) Black American Folktales

(e) Rap music

Suggested Language Arts lessons included:

(1) Self-generated stories

(2) Individualized work on phonics, morphology, and syntax.

Other lessons integrated African poetry and music with music of today. Components of art and architecture were integrated with art/architecture of modern America and ancient Greece. The contributions of individuals as well as groups of Egyptians and Greeks in Math and Science were infused with the modern text materials by means of such activities as poster making, report writing, etc.

Seminars: Understanding how the ideas and values of ancient Egyptians and Greeks affected modern man. In seminars, books such as the Anansi Tales from Africa, Aesop's

Fables, etc. were discussed, as well as works of art and music. Students wrote plays, stories, designed clothes, etc.

> In December the groups studied and mapped winter Holidays around the World, US, Mexico, Africa, Germany, Holland, Caribbean, and Greece.
>
> In January the focus was on Asian Americans.
>
> The African American heritage from Egypt provided the central themes in February.
>
> The ITBS and Women Around the world provided the focus for March.
>
> In April and May students returned to the Mediterranean to learn more about Greece and other cultures.
>
> The key concepts studied of each ethnic group were:
>
> > Culture and ethnicity; socialization; communication; impact on modern man (inventions, activities, celebrations, etc., are utilized by modern man); movement -transportation; geography; and religion.
>
> The keys concepts were infused into the following curriculum areas of:
>
> > Art, music, physical education, language arts, social studies, science, math, and reading.

This author took the following steps to make teachers and students aware of the contributions of ancient cultures to modern man by assisting teachers and students in completing the multicultural units.

Using the lesson plan for infusion in appendix E, grade level chairpersons determine 12 concepts which are infused across disciplines. The teachers agreed on the following: (1) art (food, clothing, and shelter); (2) physical education (religion, ritual dances); (3) math (food, clothing, shelter); (4) science (movement, religion); (5) social studies (socialization, geography, movement, religion, power); (6) language arts; (7) writing (communication); (8) spelling (communication); (9) literature (culture and ethnicity, religion, communication); (10) reading; (11) skills (communication); (12) comprehension

(communication).

In steps two through six the author assisted the teachers in identifying students and community patrons who assisted in implementing the theme. Teachers (with assistance) identified literature pieces for socratic seminars. See appendix F. Teachers were also assisted in planning "Writing Workshops for Students." Teachers and students were assisted in identifying individuals and group contributors from specific ethnic groups to art, music, sports, language arts, science, agriculture, and math. The author assisted teachers in socratic seminars and coaching to integrate magnet curriculum.

Report of Action Taken

The multicultural theme chosen for December was "Winter Holidays around the World." The teachers chose the following countries to study:

Kindergarten - Austria
First Grade - Norway
Second Grade - Mexico
Third Grade - China
Fourth Grade - Spain
Fifth Grade - Japan

In keeping with the Paideia System, information had to be transmitted to children by didactic instruction. Therefore, the Humanities Resource Teacher prepared lessons, equipment, and supplies for the students. The teachers and students experienced the Winter holidays of each country as described below:

Kindergartners learned about Austria's winter holiday season which lasted for a month beginning on December 5. Kindergartners received a visit from St. Nicholas and Krampus (messengers of the season). St. Nicholas left presents for the good children. Ugly, hairy, and wrinkled Krampus carried switches to leave for bad children, but he did not find one.

Since Austrian children centered their celebration around Chriskind (Christ Child) so did the kindergarten students. Teachers and students made costumes to dress like St. Nicholas, Krampus, or the Chriskind. They also learned "Silent Night" in German.

Although a fish (Carp) dinner was prepared on Christmas Eve, the kindergarten teachers planned it December 14, 1990 (Friday) at lunch time. After lunch, students listened for a bell, just as Austrian Children did after Christmas Eve dinner, which announced they could begin decorating a Christmas tree. Students hung candy (made in Math class) and gifts (made in art class) on the tree.

The students dressed in their costumes and sang carols as they opened their presents the teacher had hung on the tree.

On December 20, the students hosted an Norweigan Christmas feast and invited the other students in grades 1-5. They prepared a roast goose (donated by a local merchant) stuffed with chestnut and apples. Cakes and cookies were contributed by parents for the feast.

Following the feast, the kindergartners dressed as the Three Wise Men (costumes made from crepe paper in art class) and walked the halls singing carols.

Each grade level was asked to do similar things to reflect the culture of their choosing. First graders experienced Christmas in Norway. December the 26th ushered in eight days of general celebration in Norway. Thus, the first graders celebrated their season of hospitality December 4 through the 20. They set up Christmas trees for birds as did Norwegian children. The trees were made of hay bales. Students fed the birds daily by leaving bird food (purchased at the pet shop) on the hay.

The students learned about the village church bells which rang in Christmas peace for the holiday season in Norway. Thus, seizing the opportunity to stress harmony and

peace in the world, a very clever first grade teacher asked a talented child to ring in Christmas peace daily (9:15 - 9:45) with a xylophone, at which time another child lit a Yule log (electric) and candles (electric). Each day a different child recited a Christmas poem, story, or self-generated piece of literature during "Peace Time" (as this time came to be called).

One first grade teacher, prepared a treat to be eaten during daily "Peace Time" following Norwegian tradition. The Norwegians hid an almond in the rice porridge. The "finder" received a present. The teacher carefully placed four (4) gummy Bears (hidden treasure) in a cake before baking it. Of course the next day no one found the bears. Rumor has it they melted. Consequently, there was no "finder."

December 20 the first graders prepared a traditional Norwegian Christmas feast to share with everyone. As in Norway, the menu included rice porridge, dried codfish, breaded spareribs, sausage, cakes and cookies.

First graders were also blessed with an artist in residence who spent three days in their classroom teaching them to weave Norwegian designs. Not only did they learn about weaving, but their parents received beautiful potholders for Christmas.

All grade levels participated in the winter holiday celebration. On December 20 they shared their adopted culture by preparing a meal, dressing in ethnic costumes, telling stories, giving presents, dancing, or singing.

In January students and teachers were asked to focus on Asian cultures. The information shared between grade levels was extraordinary. Each grade level chose a country. The countries chosen were:

Kindergarten - China
First Grade - Thailand
Second Grade - Japan

Third Grade - Korea
Fourth Grade - India
Fifth Grade - Japan

The teachers asked for information from the embassy representing each country. Therefore, the author wrote to each embassy. All replied. Consequently, teachers had a starting point. They could easily begin their tour of a given country by reading history (ancient and present). They also received pictures and posters of landscapes, architecture, and clothing. In addition to the embassy, some teachers requested information from the district resource center. Those studying Japan received a display package which included cooking utensils, clothing, posters, shoes, household articles, and pictures.

In math, the kindergartners made and contributed daily to a Chinese calendar. They also learned to count to 10 in Chinese.

In reading groups they learned to read a menu from a Chinese restaurant.

For language arts they read Chinese fables and folklore. During seminars the students displayed a marvelous ability to draw analogies and make comparison/contrast between ancient Chinese culture and modern day man. A very bright five year old was asked, "Madison, why did the major build a wall around the town?" Madison replied, "To keep people and monsters that no one liked out. That's why my daddy put up a fence in our backyard. To keep me and Billy from getting kidnaped."

The artist in residence for the kindergartners presented a one day workshop teaching students to use watercolors. She also discussed how the Chinese used watercolors.

The kindergartners ended the month of January with a field trip to an oriental restaurant. The restaurant was chosen because of its ambience and performing chefs. A hostess (dressed in ancient costume) addressed the group and told them about Chinese

cuisine, homes, family life, clothing, and school. A chef appeared and demonstrated the art of noodle making. Each child was given a paper lantern and chopsticks as a souvenir.

A fifth grade teacher ended the focus on Asian culture with a display of Japanese life. The teacher had lived in Japan five years and was fortunate to have enough artifacts to replicate a Japanese apartment. In addition, she dressed a number of her students in Japanese clothing to conduct tours for all students (400) through the small apartment for five adults. The student tour guides explained the customs and daily living of a family in Japan.

The music teacher worked with fourth and fifth graders on songs from "Madame Butterfly." They performed for grades 3-5 at an assembly.

The study of Afro-Americans, Martin Luther King, and others began in January and continued into February. Teachers became anxious about their students taking the Iowa Test of Basic Skills (ITBS). Consequently, they asked that people and programs be brought into the school as presentations to the students. As one teacher commented, "We want to spend all our time getting ready for ITBS."

Therefore, the author of this practicum arranged for presenters to come to the school. The Black Repertory Theater was asked to perform an African trickster tale, "Anansi the Spider" for grades K-5.

A career day was organized. Men and women (Afro-Americans) came to school and discussed their professions with students. Throughout the month various professionals would come into a specific grade level or classroom and discuss their profession. For example, Buck O'Neil (teammate of Satchel Paige) spoke with the fourth grade class about baseball. Judge Gitan talked with fifth graders about saying "No" to drugs and crime. Clyde Morgan taught fourth and fifth graders basic steps of African dances. Tracy Milsap

told Afro-American folktales to K-3 grades.

The teachers, of course, read books to the students as well as asked students to read about Afro-American culture for purposes of discussion during seminar time.

One of the more interesting consequences of making students aware of the careers in their community was the communication channels that were opened. A fifth grade boy wrote to the policeman, who had visited on numerous occasions in February, that he planned to kill the music teacher. The policeman, during his visit, had graciously made himself available by saying, "If you have problems, don't get mad and hit somebody; write or call me."

Unfortunately for the student, his fifth grade teacher read his note. She demanded, "that child is dangerous; he should be suspended now!"

However, it is felt that in spite of the students' hostilities, career day accomplished the author's goal of providing appropriate ethnic role models. ITBS! was the monster that loomed over the school district in March. Principals and teachers feared they would be job targets if their students turned in a poor performance. Consequently, in March everything stopped for ITBS administration. However, most teachers continued their seminars and reading literature.

Fifth graders and the Internal Revenue Service (IRS), a business partner, celebrated women's month. The IRS gave fifth grade girls throughout the city the opportunity to write essays about their "Most Admired Women" and "Women's Rights". The winner of the essay contest was a fifth grade girl from Satchel Paige. The fifth grade girls read their essays to the student body about their "Most Admired Woman". It is interesting to note that all but six of the fifth grade girls chose to write about their mother. Six girls chose Janet Jackson for the subject of their essays.

April and May were combined because of a shortage of time. May was also olympic month. Students trained for the Olympics. Therefore, the author of this practicum responded to teacher's wishes to omit the focus on Hispanics and instead focused in April and May on cultures of the Mediterranean.

The third graders participated in some very exciting activities. An artist in residence came to their rooms to read the story of King Midas. She then guided the third graders in writing a play, "King Midas." A second artist worked on costumes and mask making with them. With a few rehearsals they presented a production of their original work to all students.

Fourth graders were interested in going in a different direction. They wanted to Study medieval England. They made clothes, armor, castles, swords, and shields. They read books about King Arthur and the Knights of the Round Table, watched movies,filmstrips, and videos. They became knowledgeable about that era.

The author arranged for the fourth graders to receive a workshop called "medieval fighters." When the performers asked questions about the time period, much to the author's surprise, the students knew the answers.

The study of the Mediterranean cultures ended with a Greek festival. The author met with teachers by grade level to ask what they wished to contribute as a grade level. They responded with the following:

Kindergarten: Greek Home
First Grade: Hades
Second Grade: Play "The Boy and the Donkey"
Third Grade: Market Place
Fourth Grade: Medieval Fashion Show
Fifth Grade: Play "Ninja Turtles do Tortoise and the Hare"

Teachers and students gave outstanding performances. The gymnasium was turned

into a miniature city (ancient Athens). The marketplace, home, and theater were replicas of ancient Greece. Students came in by grade levels and toured the town. They were given Greek money to spend in the market place. Greek food, fortune telling, crafts, hairstyles, etc. were available.

The festival began with medieval fighters demonstrating the weapons from that era and how to use them. It was presented as a comedy.

Then, the city tours began.

The festival ended with a fashion show and presentation of plays (fables or folklore).

In June, three weeks before school was out, the author received notice that there was $3,000 available to be spent on artists in residence!!! What better way to end a school year and a multicultural program than to schedule skilled artists with multicultural programs in dance, writing, Jazz, storytelling, puppetry, folklore, and sculpture?

It was the hope of this author that exposure to the cultures of multiple ethnic groups taught tolerance, caring, and acceptance, as well as thinking as multiculturalists.

The author wrote the word "KIO" on the board. She asked, "What do you think this story is about?'

The fifth graders responded immediately.

Jerry said, "Oh, it is about a Japanese boy because his name ends in O."

No. I don't think so," said Michelle. "If it were Japanese, it would be more hs and ns. I think it is Mexican because it ends in io."

"It's Hawaiian", announced Thurman. "It's like Kiwi. And you get Kiwis in Hawaii."

These students were thinking as multiculturalists.

CHAPTER V

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Results

Students (grades K-5) showed evidence of learning that all ethnic groups have made significant contributions to the sciences, humanities, and sports by their performance on teacher made tests illustrated in Appendix B. The students were asked questions after completing units of study on ancient Asian, African, European, and Greek cultures.

The results of the students' responses to five questions concerning each ethnic group are illustrated in the four tables below.

Table 6

Asia

Grade	Students scoring 3-5 on 5 point Ethnic Test	Total Students
K	15	22
1	18	22
2	20	22
3	14	22
4	7	27
5	3	25

Table 7

Egypt

Grade	Students socring 3-5 on 5 point Ethnic Test	Total Students
K	20	22
1	17	22
2	18	22
3	19	22
4	7	27
5	11	25

Table 8

Greek

Grade	Students scoring 3-5 on 5 point Ethnic Test	Total Students
K	20	22
1	17	22
2	18	22
3	14	22
4	15	27
5	13	25

Table 9

European

Grade	Students scoring 3-5 on 5 point Ethnic Test	Total Students
K	16	22
1	14	22
2	18	22
3	20	22
4	21	27
5	10	25

Practicum objectives two and three were met. Students, grades K-5, appeared to have learned and retained biographical data on ancient Greeks, Egyptians, Asians, and Europeans as reflected in Table 10.

Table 10

Number of Students Scoring 3-5
On Five Point Test of Biographical Data

Grade	Asian	African	Greeks	European	Total Students
K	18	14	17	19	22
1	19	20	20	17	22

2	18	18	17	16	22
3	20	16	15	18	22
4	18	20	17	21	27
5	15	16	20	19	25

Object number four was met by students in kindergarten, first, second, third and fifth grades. Students were able to name a minimum of one contribution that a specific ethnic group has made to modern man as evaluated by an oral test. Fourth grade students did not meet the objective. The students responses are illustrated in the table below.

Table 11

Students Naming One or More Contributions

Grade	Asian	African	Greeks	European	Total Students
K	13	14	19	15	22
1	15	14	15	16	22
2	17	16	17	16	23
3	20	18	20	17	23
4	14	11	13	10	27
5	14	18	18	21	25

Objective number five was not met. Ten of the twenty-four teachers used the check sheets in appendix E. Four kindergarten teachers, one first grade teacher, three second grader teachers, and two third grade teachers used the check sheet.

Although all teachers participated in the Artist in Residence program and other

multicultural activities such as reading the literature, they were not interested in keeping a record of their infusion. In addition, they felt threatened when the author wanted to fill out the check sheet for them. They interpreted it as an evaluation of their teaching abilities. Thus, the author had to respect the wishes of fourteen teachers and not collect information for the check sheet.

Conclusions

For this practicum one class per grade level was evaluated to determine what students had learned. However, the teachers of those classes volunteered their classes for tests. The other teachers were hesitant to volunteer their classes because they see the child's evaluation as a judgment of their teaching abilities. Thus, the students taking the quizzes and their teachers participated in the multicultural program knowing they were going to be questioned over the content. Therefore, they appeared to be highly motivated to learn as much as possible. Whereas, other students who were not being tested appeared less interested and often did not read their literature pieces nor did they participate in hands-on projects.

When the multicultural program is re-implemented in the fall of 1991, the author would suggest that teachers design their own quiz for each unit which will reflect knowledge gained about a particular culture. The information need not be shared, but should assist the teacher in teaching future units.

The author would add additional projects to each grade level with more emphasis on the following themes:

Kindergarten - Homes
First Grade - Neighborhoods
Second Grade - Neighborhoods
Third grade - Communities
Fourth Grade - States and Regions

Fifth Grade - Government

These themes should be reflected by the ambiance in the halls and classrooms. Although specific teachers and classrooms did outstanding cultural work reflected by the art, music, and ambiance of the classroom, a few teachers chose not to participate. Teachers choosing not to participate did not expose their students to the variety of cultures that others did.

If children are to "think" as multiculturalists then they must have exposure and acquire knowledge of multiple cultures.

Recommendations

The author of this practicum makes two recommendations. One, the program should be continued in the 91/92 school year. Second, it is recommended that all teachers and students be asked by the administration to participate in reading the literature, in the dance residences, in the hands-on projects such as building a Greek home, as well as the artist in residence program. The author believes that such exposure will enhance tolerance, understanding, and acceptance of people who differ in race, creed, color, culture, or abilities.

Dissemination

The author of this practicum plans to disseminate the information obtained in this practicum by making the report available to the director of Staff Development, the coordinator for the Social Studies Department, interested principals in the authors' district as well as the eleven suburban areas, and the Director of the Artist In Residence program.

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ETHNIC LITERACY TELEPHONE SURVEY

BY

JANET REID

1. Which Ethnic group decreased in proportion to the total population of the United States?

2. Name as many regional areas of North America that you can that were populated by Native Americans and give rise to specific lifestyles.

3. By what percentage did the Mexican American population increase in the 1970s?

4. Approximately how many Afro-Americans were living in the United States in 1980s?

5. What is the most politically powerful ethnic group in the United States?

6. Greece included islands in what two seas?

7. How did the Athenians of Pericles time select their officials?

8. Which Athenian leader was elected in the 5th Century B.C.?

9. In what battle did the Greeks defeat Persia?

10. According to legend, what goddess founded Japan?

11. When was the first Japanese settlement established in California?

12. Under which treaty with Mexico did the United States acquire a lot of Mexico's land?

13. What country has a custom called Paper sons?

14. What percentage of American Indians live in cities?

15. How many Haitians immigrated to the United States between 1971 and 1980?

16. What was the name of the Act that Congress passed in 1830 to remove Indians from east of the Mississippi to the west of the Mississippi?

17. What was the name of the Supreme Court Case that ordered Topeka, Kansas to desegregate their public schools?

18. When was the Kansas school ordered to desegregate?

19. What is the name of the Court Case that ordered the school system of Kansas City, Missouri to desegregate?

20. What year was the Court Order to Desegregate given to Kansas City, Missouri?

APPENDIX B
MULTIETHNIC TEST I FOR GRADES K-5

KINDERGARTEN MULTIETHNIC TEST I

1. Which animal would you find in Africa?

2. Which building would you see in Egypt?

3. Which person lived in Africa?

4. What did the Africans hunt with?

5. Which boy is in an ancient African school?

FIRST GRADE MULTIETHNIC TEST I

1. Draw a circle around Hieroglyphs.

2. Which vehicle did the ancient Egyptians use?

3. Which building was used by Egyptians?

4. Which object was used in war by the Egyptians?

5. Circle the Pharaoh.

SECOND GRADE MULTIETHNIC TEST I

1. Circle the name of the leader of a country?

   (a) Scribe (b) Egypt (c) Pharaoh

2. What plan did the Egyptians use to make paper?

   (a) Carrots (b) Papyrus (c) Flowers

3. Egyptian writing was called:

   (a) Manuscript (b) Cursive (c) Hieroglyphs

4. Egyptians traveled by:

   (a) Boats (b) Railroads (c) Cars

5. An animal that comes from Africa is:

   (a) dog (b) deer (c) elephant

THIRD GRADE MULTIETHNIC TEST I

1. Write the name of an Egyptian leader (King).

   _____

2. Name a weapon used in war by the Egyptians.

   _____

3. What was the name of the building used for burying important people?

   _____

4. What was the name of the river in Egypt?

   _____

5. Name a fruit that grows in Egypt?

   _____

FOURTH GRADE MULTIETHNIC TEST I

1. Write the Hieroglyphs for:

   walking legs

   house

   mouth

2. What was paper made from in ancient Egypt?

3. Name the objects that were necessary for writing in Egypt.

4. Name the king of the gods in ancient Egypt.

5. Draw a picture and write the name of the structure used to bury important people.

FIFTH GRADE MULTIETHNIC TEST I

1. Write a message to your teacher using Hieroglyphs.

2. Describe how paper was made in ancient Egypt.

3. Described a village in ancient Egypt.

4. Described a day in the life of a pharaoh.

5. Describe the life of a soldier in ancient Egypt.

APPENDIX C

BIOGRAPHICAL TEST

BIOGRAPHICAL TEST ON GREAT MEN OF ANCIENT GREECE

GRADES K-2

1. Who was the father of Athens?

2. Who did the Greeks think was the strongest man?

3. Tell me about Apollo.

4. Who was the King of the gods?

5. Who was the Zeus' wife?

BIOGRAPHICAL TEST OF GREAT MEN OF ANCIENT GREEKS GRADES 3-5

Fill the blanks in with the following names: Pericles, Homer, Aristotle, Archimedes, Plutarch, Euclid, Hippocrates, Herodotus, Aeschylus, Socrates, Plato.

1. He was a physician (the father of modern medicine). _____

2. During the Golden Age of Athens, this man was an outstanding statesman. _____

3. He wrote a textbook of Geometry. _____

4. He was the writer of plays. _____

5. He wrote the Iliad. _____

6. He is a philosopher and scientist (father of Greek science). _____

7. He believed "Virtue is knowledge." _____

8. He was the first Historian. _____

APPENDIX D

ORAL TEST

TEST OF CONTRIBUTIONS MADE TO MODERN SOCIETY

BY SPECIFIC ETHNIC GROUPS

1. Name all the things we use or have in our home, school, etc., that the Greeks invented.

2. What did the Greeks contribute to our society?

APPENDIX E

TEACHER CHECK SHEET

TEACHER CHECK SHEET TO EVALUATE NUMBER OF SUBJECTS INFUSED WITH MULTIETHNIC THEME WEEK_____ DATES _____

	Name of Activity	Resource
ART	Example (Jewelry Making : Greek)	Ancient Greece: Page 11
MUSIC		
P.E.		
SCIENCE		
MATH		
SOCIAL STUDIES		
LANGUAGE ARTS		
READING SKILLS		
COMPREHENSION		
WRITING		
SPELLING		

APPENDIX F

LESSON PLAN FORMAT

LESSON PLAN FOR INFUSION

GOAL:

READING OBJECTIVES:

Skills

Comprehension:

LANGUAGE ARTS OBJECTIVES:

Spelling:

Writing:

Language:

Literature:

SOCIAL STUDIES OBJECTIVES:

SCIENCE/HEALTH OBJECTIVES:

MATH:

PHYSICAL
ED. OBJECTIVES: